

CHAPTER I

INTRODUCTION

L1. Background of the study

In many areas in Indonesia, also in Surabaya, English as the lingua franca of the world is studied from elementary until college/university level. It is also given in some kindergartens (play groups). There are a great number of English Departments in state and private colleges/universities in this city where English is taught intensively.

The degree of proficiency in English is important to the students of English because they are expected to have proficiency in English better than others who have not attended courses at the English Department. There are five skill subjects: listening comprehension, structure, reading comprehension, speaking and writing. The writer will use the first three skill subjects as the part of the object study. Their scores are taken from an objective test on the form of multiple choice-format. The validity of this test is supported by the only one correct answer for each items.(Heaton,1974:11).

The actual TOEFL tests the students' proficiency in English. It is widely used around the world including in Indonesia. It is used as one requirements of postgraduate program in United States and Canada. According to Alderman (Alderman,1980:3), the goal of the actual TOEFL is to measure the English proficiency of international students whose native language is not English.

The examination is divided into three multiple choice sections that test the students' ability to understand spoken American English, to recognize standard written English, and to understand nontechnical reading matter.

Since TOEFL is very popular, the writer would like to make a study how the score of each section of TOEFL is related to that of each of the skill subject. The writer wants to know the relationship of the scores of skill subjects with the result of language testing based on indefinite syllabus (curriculum). The writer is trying to see the relation of the students' scores on skill subjects and the scores on their TOEFL model test.

There are some reasons why the writer does not use the actual TOEFL in this study. In Indonesia, to get the TOEFL score, one must attend an actual TOEFL at the PPIA by paying a certain fee. It is hard for the writer to ask the institution for the TOEFL converted scores of each section. Also because of the financial problem, the writer will use a TOEFL model test to get the scores of TOEFL. It is a practice test for the TOEFL which is constructed based on the format of the most recent informations on actual TOEFL test. Like the actual one, it is a multiple choice test. It is easy to administer and to score because it is completed with a brief information, answer keys and a scoring information.

Both scores on skill subjects and scores on TOEFL is the result of language tests. Language testing is the test of language abilities to determine to what degree these abilities are present in the learner. There are many kinds of language testing: achievement tests, proficiency tests, and aptitude tests. The purpose of achievement

tests is to measure what has been learned by the students from their recent course/learning. The tests normally come after a program of instruction and that the components or items of the tests are drawn from the content of instruction directly.

Language aptitude test (or prognostic test) is designed to predict the students' future performance in a foreign language which he has not started to learn. A language aptitude test may be used to predict the probability of success of a candidate for instruction in a foreign language.

Where as achievement tests looks back on what should have been learnt, the proficiency test looks forward, defining a student's language proficiency with reference to a particular task which he will be required to perform. Proficiency tests are not related to any syllabus or teaching programme.

L2. Statement of the problem

The students of English Department must [?] got the result of language achievement test on the skill subjects in order to get passed. The writer will state it as the *score on skill subjects*, whether the result of TOEFL model test as the *score of TOEFL model test*. The writer will state the problem as the following :

How is the scores on skill subjects related to the score of TOEFL model test ?

L3. Statement of the hypothesis

Since the writer will use a statistical test, the hypothesis is :

H0 : The scores of skill subjects of English Department students relate to their scores of the TOEFL model test.

L4. Objective of the study

The study is attempted to find out whether the scores of skill subjects influence those of TOEFL model test.

L5. Significance of the study

The study is expected to give a meaningful contribution to applied linguistics especially to language testing on achievement and proficiency. This study may serve as a preliminary study for further research in the development of foreign language education, especially English.

L6. Limitation of the study

The limitation is important to give a right direction to this study. This study emphasises on how the scores of skill subjects relate to those of TOEFL model test.

The other aspects in language testing and scoring are not discussed here because the writer wants to concentrate on a single topic discussion.

L.7. Theoretical Framework

Language testing is the test of language abilities to determine to what degree these abilities are present in the learner. There are many kinds of language testing according to the purpose for which language tests are developed. (McMillan, 1993:232). Although many test specialists stated different kind of tests, they agree on the following three broad divisions: achievement/attainment tests, proficiency tests, and aptitude tests.

The purpose of achievement/attainment tests is to measure what has been learned by the students from their recent course/learning. These tests including class progressive tests which are more closely tied to school subjects. The class progressive tests, which are less formal than the achievement tests, (is) designed to measure the extent to which the students have mastered the material taught in the classroom. It is based on the language programme which the class has been following and is just as important as an assesment of the teacher's own work as the students' own learning (Heaton, 1974:163). Another supporting opinion is from Mehrens and Lehmann (Heming, 1987:6). They said that achievement tests may be used for program evaluation as well as for certification of learned competence. The tests normally come after a program of instruction and that the components or items of the tests are drawn from the content of instruction directly.

Language aptitude test (or prognostic test) is designed to predict the students' future performance in a foreign language which he has not started to learn. The term 'aptitude' refers to the predictive use of the scores from a test, rather than the nature of the test items. A language aptitude test may be used to predict the probability of success of a candidate for instruction in a foreign language. Frequently, vocabulary tests are effective aptitude measurement since they may correlate highly with intelligence and may reflect knowledge and interest in the subject matter.

The proficiency test is concerned with measuring not general attainment but specific skills in the light of language demands made later on the student by his future course of study or job (Heaton,1974:164). Where as achievement tests looks back on what should have been learnt, the proficiency test looks forward, defining a student's language proficiency with reference to a particular task which he will be required to perform. Proficiency tests are not related to any syllabus or teaching programme. Many proficiency tests are intended for students from several different schools, countries and even language backgrounds.

In this study, the relevant theories are the tests of language achievement and of language proficiency. That is why theory on language aptitude test is not used in further discussion. The following are more details about language achievement test and language proficiency test.

L7.1. Test of Language Achievement

Attainment or achievement tests measure the individual current language skill based on a known curriculum. Alderson (Alderson,1987:4) stated that

An achievement test measures a students' success in learning some specific instructional content, and is given after the instruction has taken place. A good achievement test should contain only material that was actually taught... Achievement tests are normally prepared by the staff of the instructional program in which they are used.

According to Heming (Heming,1987:6), this kind of tests ~~are~~^{is} usually called achievement tests that are used to measure the extent of learning in a prescribed content domain, often in accordance with explicitly stated objectives of a learning program. These tests may be used for program evaluation as well as for certification of learned competence. It follows that such tests normally come after a program of instruction directly.

The scores on skill subjects of the English Department students is the result of language achievement test since they are measured when the material finished in the middle and final semester of the program. The tests were prepared by the lecturers in charge of each course. Heming (1987) also stated that the purpose of the test is as a program evaluation in order to provide information about the effectiveness of programs of instruction.

I.7.2. Test of Language Proficiency

This test supposedly measures what has been learned from an indefinite syllabus (curriculum). Farhady (Denham,1985:12) stated that the concept of language proficiency is one of the most poorly defined terms in EFL (English as a Foreign Language) testing. The difficulty rises because it sometimes equated with linguistic competence, and sometimes with ability to communicate.

Briere (Denham,1985:13) defined it as the capability in a given language demonstrated by an individual at a given point in time independent of a specific text book, chapter in a book or a pedagogical method. Davies (Denham, 1985:12) has a slight different opinion, that it assumes a level of linguistic ability independent of any particular tuition or curriculum, and its main aim is to make predictive judgements about how well an individual is likely to cope with a future task. Briere thought that the result of language proficiency test only applied in certain time when the test occurred. Davies had an opinion that its result deals with a future task. He thought that in turn the result of this test can be used to predict a person's ability in a situation not only during the test.

The scores of TOEFL model test is the result of a language proficiency test since they are measured loosely from any kind of definite curriculum. The TOEFL model test is constructed based on the actual TOEFL test in which its scores reflect the degree of language proficiency of nonnative speakers of English.

L.8. Method of the study

In this study, the writer will use the quantitative descriptive method. She would like to describe the phenomena found in society especially among students of the English Department, and use statistical test to support the data. Here the writer will use a correlation test to know the relationship between the two variables: the scores on skill subjects and the scores on TOEFL model test. The writer's purpose is to give a valid proof for the phenomena through the statistical test and its interpretation.

L.8.1. Population

The population of this study is the English Department students of Airlangga University who have passed the test on basic skill subjects: reading, grammar, and listening. The students must also have passed the test on the advance subjects of each. Therefore, the students used as the population of the study here have already passed the following skill subjects : 1. Extensive Reading; 2. English Structure II; 3. Auditory Comprehension II. They also did not attend any kind of language courses in order to avoid any influences on their language achievement.

L.8.2. Sampling

In getting respondents, the writer uses purposive sampling technique. It means that through the technique, she gets respondents who have characteristics related to this study. In this case, because the population is more than 100 she takes

about 30 students as the respondents.

1.8.3. Definition of Key Terms

The key terms used in this study are the following :

1. The skill subjects, are Extensive Reading, English Structure II, and Auditory Comprehension II. These skill subjects are more advanced than the pre-requisite ones. Students who pass these subjects are considered to have an advanced skills to take TOEFL.
2. The testees, are the students who attended the TOEFL model test held by the writer.
3. The actual TOEFL, is the Test of English as a Foreign Language. It is taken by the non native English learner to measure his ability (proficiency) in English. TOEFL is included in ETS (Educational Testing Service) responsible for students' recruitment in American colleges. The TOEFL consists of three sections: listening, structure, reading and vocabulary, plus a composition test (written test), that is an essay on a given topic, for those who wants to get a degree in the USA.
4. The TOEFL model test, is a practice test for the TOEFL. It is constructed based on the most up-to-date information available on the format and style of the actual TOEFL.
5. The scores on skill subjects, are the relative scores of skill subjects.

They range from A (excellent), B (good), C (fair) and D (poor), as the requirements for the students to get passed from the subjects, whereas E is very poor. Students who got an E fails. For statistical calculation, these scores will be replaced by numbers: 4 for A, 3 for B, 2 for C and 1 for D.

6. The scores on TOEFL, are the overall and converted scores of the model TOEFL test. In the listening and the structure section, they range from 20-68 while in the reading section, they range from 20-67.

L7.4. Technique of Data Collection

In collecting the data, the writer takes the following steps :

1. Getting respondents by making an announcement about TOEFL model test for English Department students from May 19, 1997 until May 22, 1997. The announcement mentioned about the requirements for the testees, that they have passed the three skill subjects. There were 60 students who registered their name to the writer and wished to take the test.
2. Selecting the TOEFL model test from many books on TOEFL which are available in the libraries and in the market.
3. Giving the TOEFL model test to the respondents who have registered at the Laboratorium Bahasa FISIP Unair. The test was given on May 23, 1997 for about two hours from 07.30 a.m.

4. Giving questionnaires to the respondents to get the data on the scores of the skill subjects.
5. Correcting the result of the test and selecting the questionnaires from the respondents which fulfil the requirements to be taken as the sample of the study. Here, the writer only got 29 testees out of 60 students who have registered before the test was held. From 29 testees, 28 testees fulfilled the requirements to be taken as samples. One testee did not fulfil one of the requirements because it was found out he has not taken a skill subject and he is not taken as a respondent.
6. Asking the teaching staff member(s) of the programs about the testees' raw scores on the three skill subjects. Unfortunately, the writer did not get the complete data about it. To overcome this problem, the writer asked the academic officer of the faculty for the relative scores on skill subjects of the testees. This was done because the writer intended to check the data in the testees' questionnaires with that from the file of the faculty.

L7.5. Technique of the Data Analysis

The writer analyses the collected data by using a quantitative descriptive method. It explains the collected data using a statistical calculation to test the data in order to prove the hypothesis. The procedures as follows :

1. **The writer describes the findings that are found in the administration of the test. The description is about the test and the testees' condition.**
2. **The writer classifies the collected data into three categories :**
 - a. **the scores of skill subjects of the testees.**
 - b. **the scores of TOEFL model test of the testees.**
 - c. **the scores of each skill subjects and their related converted scores of each section of TOEFL model test.**
3. **Making tables which summarize the descriptive data, also histograms and frequency polygons to support tables.**
4. **The writer uses statistical analysis in this case correlation test to know the relationship between two variables: the scores of skill subjects and the scores of TOEFL model test.**
5. **The writer presents the conclusion of the study and the suggestion for the further research on language testing.**

CHAPTER II

GENERAL DESCRIPTION OF THE OBJECT STUDY